



Communities That Care

Training of Coordinators

Trainer's Guide

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Important Notice

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Introduction

Goal

The goal of this training is to provide Coordinators with the knowledge and skills to help them support their communities through the *Communities That Care* process.

Objectives

After completing this training, participants will be able to:

- explain the *Communities That Care* system, the research foundation and the five-phase process
- explain the role of the Coordinator in helping to implement the *Communities That Care* system
- use effective communication and organizational skills
- identify the next steps for the Community Board.

Audience

The participants in the Training of Coordinators are the individuals who serve as Coordinators for their communities.

Agenda: Day one

Total training time including lunch and breaks is approximately 8 hours.

Welcome and Introductions

**Module 1:
Getting Started**
(30 minutes)

**Module 2:
Overview: The *Communities That Care* System**
(120 minutes)

Lunch
(60 minutes)

**Module 3:
Initiating the Process**
(165 minutes)

**Module 4:
Overview: Phase Two**
(60 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Agenda: Day two

Total training time including lunch and breaks is approximately 8 hours.

**Module 4 (continued):
Overview: Phase Two**
(105 minutes)

**Module 5:
Additional Work of the Coordinator**
(130 minutes)

Lunch
(60 minutes)

**Module 6:
Building Skills**
(120 minutes)

**Module 7:
Next Steps**
(40 minutes)

Wrap-up and Evaluations
(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Pre-training preparation

When the training is scheduled:

Suggest that participants review *Investing in Your Community's Youth: An Introduction to the Communities That Care System* and *Tools for Community Leaders: A Guidebook for Getting Started* before attending the training.

Equipment and materials:

- name tags
- roster of invitees
- copies of any letters or notices sent to invitees
- computer projector/laptop computer or overhead projector/transparencies
- flip chart/easel
- markers
- Post-it notes.

Room setup:

- If the group is large, the room should be set up banquet style with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.
- Provide drinking water at each table and a refreshment table in the back of the room.
- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.
- Place a trainer's table, registration table and resource table in convenient locations.

At least 60 minutes before start time:

- Make sure training equipment, participant materials and registration materials are set up.
- Place an easel sheet at the entrance with the message "Welcome to the *Communities That Care* Training of Coordinators."
- Pre-print one easel sheet with "Parking Lot" as a header and two columns, one column labeled "Questions" and the other column labeled "Issues."

Pre-training preparation

For Module 7:

If the community has already begun the *Communities That Care* process, consider having the Champion, Catalyst or another community member update participants on the work that has already been done. Participants can use this information to complete the Coordinator Preparation Worksheet and the Community Planning Time Line.

Please remember to complete a Service Report for this training.



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Training of Coordinators

Getting Started

Trainer's Guide
(30 minutes)

Module 1

Slides for Module 1

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 1-1

Notes

Welcome participants as they enter.

Participant Introductions

Ask each participant to introduce him- or herself and explain why he or she is involved in the *Communities That Care* effort and what he or she hopes to contribute to the process.

Nuts and Bolts

- Explain how the “Parking Lot” will be used to capture any questions or issues that come up during the training but can’t be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training and make a plan for addressing any unresolved questions or issues at that time.
- Explain where the restrooms and telephones are located.
- Ask participants to turn off their cell phones and beepers.
- Discuss any additional housekeeping items, such as coffee or other refreshments.

Materials

Ask participants to open their copies of the Participant’s Guide. Explain that they have copies of all of the slides you will be using, as well as some worksheets for group activities and planning. The slide pages have a place for them to record notes. The appendices contain additional background information and sources for further reading. Ask if there are any questions about the Participant’s Guide.



Slide 1-2

Notes

The operating system



Communities That Care

What's the Coordinator's role in implementing the *Communities That Care* system?

Training of Coordinators

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Mental Set: The operating system

You'll often hear the Communities That Care model being compared to your computer's operating system.

So to start off this training, I'd like to ask if you know what your computer's operating system does?

Take a few responses.

[An operating system tells a computer how to function and lets the user get to the specific application programs he or she needs.]

The Communities That Care operating system is similar. It provides a unifying framework to promote the healthy development of young people. It also brings together a wide range of people, programs and initiatives to address youth issues in a comprehensive way.

Every community is unique. The Communities That Care operating system relies on a rigorous assessment of the community's risk and protective factors and resources. This information is used to help identify existing community efforts that address youth issues and gaps where prevention efforts are still needed. So just as your computer's operating system helps you access the programs you need, the Communities That Care operating system can help your community get to the tested, effective programs, policies and practices that can help meet its unique needs.

As a Coordinator, you will have an important role in helping this process work in your community. You'll work as a motivator, communicator and organizer, helping to support the process as it moves forward.



Slide 1-3

Notes

The Communities That Care system is a unique community action model, based on years of research and continuous improvement. It helps communities design, carry out and evaluate a Community Action Plan for prevention that is matched to their specific needs. It provides a way for communities to use their funding and other resources as efficiently as possible, and achieve the most effective possible results.

In this training, we'll be discussing your general role in supporting the work done in each of the five phases of the Communities That Care system. Because the Coordinator's role will vary from community to community, we'll also be covering additional responsibilities that are likely to come up in your community.



Slide 1-4

Notes

Training of Coordinators goal

Communities That Care

The goal of this training is to provide Coordinators with the knowledge and skills to help them support their communities through the *Communities That Care* process.



Training of Coordinators

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Review the goal of the training.

Objectives

Participants will be able to:

- explain the *Communities That Care* system, the research foundation and the five-phase process
- explain the role of the Coordinator in helping to implement the *Communities That Care* system
- use effective communication and organizational skills
- identify the next steps for the Community Board.

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Notes

Review the objectives.



Slide 1-6

Notes

Training of Coordinators: Day one



Module 1 Getting Started

Module 2 Overview:
The *Communities That Care* System

Module 3 Initiating the Process

Module 4 Overview: Phase Two

Training of Coordinators

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We'll begin this training event by reviewing the Communities That Care system and how it provides a framework for helping communities build positive, healthy futures for their youth. We'll then move on to discuss the Coordinator's role in helping with the implementation of the process in his or her community.

Here's an overview of the modules we plan to cover for each training day:

- Here, in Module 1, I'll give you an overview of this training.
- In Module 2, you'll get an overview of the Communities That Care system, including information on the research foundation.
- In Module 3, you'll start by learning about the role the Coordinator has in implementing the Communities That Care process and helping the process move forward. We'll then review Phase One of the Communities That Care process by looking at how *Investing in Your Community's Youth: An Introduction to the Communities That Care System and Tools for Community Leaders: A Guidebook for Getting Started* will help to initiate the process.
- In Module 4, we'll begin reviewing Phase Two by going through the *Key Leader Orientation* and the role of the Coordinator through this training.

Training of Coordinators: Day two

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Module 4 (continued) Overview: Phase Two

Module 5 Additional Work of the Coordinator

Module 6 Building Skills

Module 7 Next Steps

Training of Coordinators

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Slide 1-7

Notes

On the second day of this training, we'll finish our discussion on the five phases of the Communities That Care system and the role the Coordinator plays as the process moves forward. We'll also be developing some of the communication and administrative skills that will help Coordinators meet their responsibilities.

- In Module 4, we'll continue reviewing Phase Two by going through the Community Board Orientation and the role of the Coordinator during this training.
- In Module 5, we'll be discussing some of the additional responsibilities a Coordinator will have during Phase Three through Phase Five.
- Coordinators need certain skills to handle some of the issues that may arise throughout the Communities That Care process. Module 6 will help you develop some of the general skills a Coordinator can focus on to help each step in the process move forward smoothly.
- And in Module 7, we'll identify what steps the Coordinator will take after the training is done to help move the Communities That Care process forward in his or her own community.



Slide 1-8

Notes

Agenda

Communities That Care

Module 1 Getting Started

Module 2 Overview: The *Communities That Care* System

LUNCH

Module 3 Initiating the Process

Module 4 Overview: Phase Two

Wrap-up and evaluations

Training of Coordinators

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Here's what today's agenda looks like.

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Slide 1-9

Review the ground rules.



Slide 1-10

Notes



Let participants know that in the next module, they will get an overview of the *Communities That Care* system, what makes it unique and how it helps communities build positive, healthy futures for their youth.